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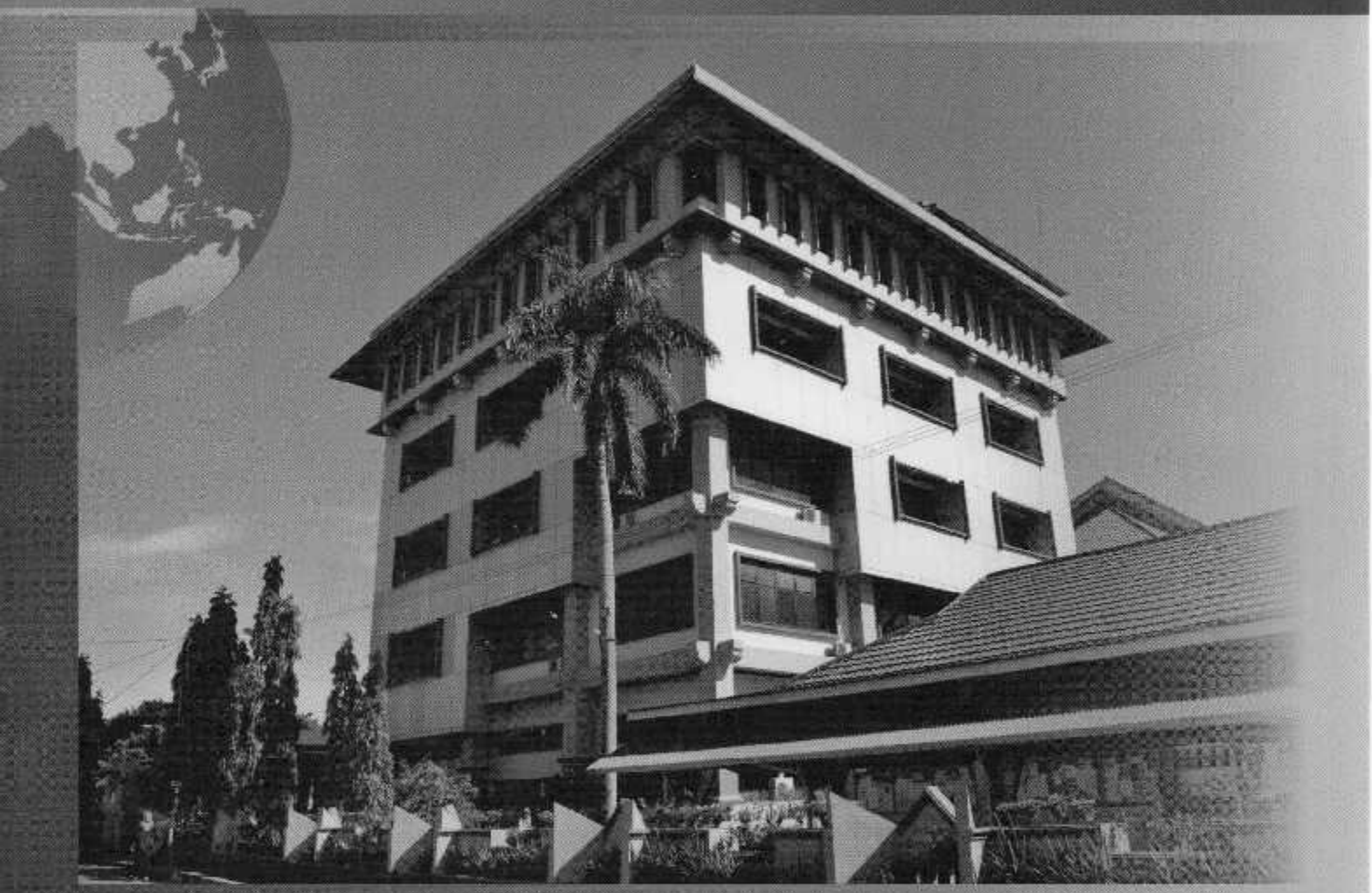
PROCEEDING

INTERNATIONAL SEMINAR ON LANGUAGES AND ARTS

(ISLA-2) FBS UNP

Padang, Indonesia, 5 - 6 October 2013



Empowering Theories and Pedagogical Application of Languages and Arts

FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI PADANG

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Proceeding of
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(ISLA) – 2 FBS UNP

Theme:

Empowering Theories and Pedagogical Application of Lenguages and Arts

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Yos Sudarman

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KATA PENGANTAR

Perkembangan ilmu pengetahuan, teknologi, dan seni dalam menyongsong era globalisasi semakin mendorong dunia pendidikan untuk senantiasa menata dan mensinergikan pendidikan dengan kebutuhan masyarakat. Untuk itu, perlu kiat dan perencanaan yang matang untuk menjadikan lembaga pendidikan dan pengetahuan seiring sejalan. Dengan kata lain, lembaga pendidikan seyogyanya memberi peluang yang besar terhadap pemanfaatan hasil-hasil pemikiran ilmiah yang bermanfaat bagi khalayak untuk kemaslahatan dan kesejahteraan hidup.

Teori tentang pendidikan dan pembelajaran berserta implementasinya dalam dunia pendidikan adalah sebagian dari mata rantai sistem pengembangan pendidikan, yang keberadaannya sudah dirintis para ahli dan akan terus diadaptasikan dengan kebutuhan pendidikan saat ini. Dengan kata lain, kebenaran teori tentang pendidikan dan pembelajaran akan bisa dilihat hasilnya pada saat teori itu diaplikasikan untuk memberi penguatan (*empowering*) terhadap kinerja pendidikan dan pembelajaran di lembaga-lembaga pendidikan, baik di tingkat internal institusi, regional, nasional, maupun internasional.

Pembelajaran bidang bahasa, sastra, dan seni yang diayomi pada Fakultas Bahasa dan Seni Universitas Negeri Padang adalah kegiatan pendidikan yang juga berbasiskan teori pendidikan dan pembelajaran, yang muaranya adalah pada peningkatan kualitas proses dan hasil-hasil pembelajarannya yang *up to date*, bermanfaat, dan terbarukan. Dalam rangka memacu peningkatan kualitas kompetensi dosen, mahasiswa, dan para pemerhati pendidikan yang akan senantiasa berinteraksi aktif langsung di masyarakat maupun dalam lingkup kegaiatan belajar mengajar di sekolah dan perguruan tinggi, maka untuk kedua kalinya FBS UNP Padang menghimpun lagi berbagai pemikiran dan hasil diskusi tentang bahasa, sastra, dan seni dengan menyelenggarakan *International Seminar on Languages and Arts* (ISLA) untuk yang kedua kalinya.

Seminar yang bertemakan "*Empowering Theories and Pedagogical Application of Lenguages and Arts*" diharapkan mampu memberikan peluang bagi para peneliti dan pemerhati pendidikan bahasa, sastra, dan seni untuk menelaah dan mensinergikan kembali kebermaknaan pengaplikasian teori untuk memberikan penguatan terhadap pendidikan dan pembelajaran. Topik-topik dan judul kajian makalah yang disajikan dalam seminar berdurasi dua hari ini (5 – 6 Oktober 2013) ini dapat dikelompokkan ke dalam empat sub-tema, yaitu: (1) Perkembangan bahasa, sastra, dan seni menghadapi era teknologi, informasi, dan komunikasi; (2) Perencanaan pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi; (3) Pelaksanaan pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi; (4) *Assesment* pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi; dan Isu-isu mutakhir dalam pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi. Kelompok pemakalah juga dibagi ke dalam lima sesi sajian, yaitu: (i) makalah utama, yang disajikan oleh 9 (sembilan) *Keynote Speakers* dalam dan luar negeri; (ii) makalah pendamping sesuai dengan tema yang disebutkan di atas. Melalui seminar ini diharapkan dapat meracik dan mengungkapkan berbagai temuan penelitian, gagasan, dan/atau pokok-pokok kajian baru yang memungkinkan ilmu pengetahuan dan proses pembelajaran di bidang bahasa, sastra, dan seni berkembangan dengan baik.

Segenap panitia penyelenggara ISLA-2 tahun 2013 mengucapkan terima kasih kepada semua pihak yang telah memungkinkan terselenggaranya kegiatan ilmiah ini. Tanpa perhatian, bantuan, dan dukungan dari Pimpinan Universitas, Fakultas, Jurusan/Program Studi, panitia penyelenggara, dosen-dosen, dan seluruh pemakalah, seminar ini tidak akan terlaksana. *Thank for all.* Semoga semua kegiatan yang dilakukan atas niat baik ini memberi faedah dan manfaat untuk kita semua. Akhir kata, "*Welcoming Seminar*". Selamat datang di Ranah Minang, dan selamat berseminar!

Padang, 5 Oktober 2013
Panitia Penyelenggara

SAMBUTAN KETUA PANITIA

Assalamualaikum W.W.

Yang kami hormati, Rektor dan jajaran pembantu rektor Universitas Negeri Padang;
Dekan dan jajaran pembantu dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang;
Ketua dan Sekretaris Jurusan dan Ketua Program Studi di lingkungan FBS UNP;
dosen-dosen di dalam dan di luar Universitas Negeri Padang; serta
para pemakalah dalam dan luar negeri yang telah berkesempatan hadir dari berbagai latar belakang keilmuan dan institusi; termasuk sambutan hangat untuk para tamu, undangan, dan hadirin yang kami muliakan.

Puji syukur kembali kita aturkan untuk keagungan Tuhan yang Maha Esa, beriring salawat dan salam kepada Rasulnya. Kiranya kita semua tetap dilidungi dan dirahmati oleh Yang Maha Kuasa sehingga berkesempatan meluangkan waktu dan kesibukannya untuk hadir di ruangan yang penuh sejahtera ini. Izinkan pada kesempatan yang mulia ini, kami menyampaikan terima kasih kepada segenap panitia yang berperan aktif menyukseskan perhelatan ilmiah kita ini.

Bapak, Ibu, dan Saudara yang Saya muliakan!

Dunia ilmu pengetahuan, teknologi, dan seni berkembang sangat pesat. Dinamika kehidupan manusia yang juga sangat cepat mengharuskan insan perguruan tinggi, sekolah, lembaga pendidikan, peneliti, dan ahli di berbagai bidang ilmu, dosen, guru dan praktisi pendidikan mesti berfikit dan berbuat sesuatu ksejahteraan hidup manusia. Di samping itu, berbagai kajian dari peneliti di bidangnya tidak akan berarti banyak jika tidak disebar-luaskan dan dikomunikasikan. Para dosen dan guru memerlukan wadah untuk mencurahkan dan mendiskusikan butir-butir pemikiran bernas dalam penelitian dan mencari solusi berbagai masalah, salah satunya melalui Seminar Internasional Bahasa dan Seni.

Tantangan yang dihadapi oleh guru dan dosen sebagai tenaga pendidik di zaman ini, datang dari berbagai sisi. Guru dan dosen yang tidak mengikuti dan menghayati perkembangan ilmunya mempunyai dua kemungkinan, *ditinggalkan orang lain* atau *tertinggal sendiri*. Tentu saja kita semua tidak berharap kedua kemungkinan yang kurang baik ini terjadi. Sehubungan dengan itu, adalah suatu "kewajiban" bagi kita untuk terus mengadakan temu ilmiah dan berbagi gagasan untuk memperoleh pokok-pokok pikiran yang bernas. Berkenaan dengan itu, penyelenggaraan seminar adalah ajang berbagi pengalaman dan menyampaikan gagasan, merrupakan upaya baik dan bermakna. Dengan seminar ini, diharapkan berbagai bentuk kajian, temuan, dan simpulan penelitian, pendapat, dan kerangka pikiran yang bermanfaat dapat dikemukakan. Terlepas dari sempurna atau tidaknya hasil yang dicapai, penyelenggaraan seminar sudah merupakan langkah maju untuk tujuan ke arah perbaikan dan pembenahan. Harapan kita semua adalah bahwa seminar ini menghasilkan hal-hal yang berfaedah dan bermakna.

Seminar internasional bahasa dan seni (*International Seminar on Languages and Arts*) yang dilaksanakan selama dua hari (5 dan 6 Oktober 2013) merupakan bagian dari kegiatan Dies Natalis UNP yang ke-59. Dalam seminar ini hadir 9 (sembilan) Pembicara Utama, yang terdiri dari (1) **Prof. Dr. Musliar Kasim** (Wakil Menteri Pendidikan dan Kebudayaan Republik Indonesia); (2) **Associated Professor Dr. Lesley Harbon** (*Languages Studies, The University of Sydney, Australia*); (3) **Prof. Dr. Koh Young Hun** (*Foreign Studies*, Hankuk University, Soul, South Korea); (4) **Prof. Akemi Kanazawa** (*Language Education*, University Mejiro, Tokyo Japan); (5) **Dr. A.S. Hardi Syafii** (*Performance Studies*, Universiti Sains Malaysia (USM), Penang Malaysia); (6) **Prof. Dr. Syofian Salam, MA., Ph.D.** (Seni

Rupa, Fakultas Seni dan Desain Universitas Negeri Makassar (UNM)); (7) **Prof. Dr. Taty Narawati, S.Sen, M.Hum.** (Pendidikan Seni Tari Universitas Pendidikan Indonesia (UPI) Bandung); (8) **Prof. Dr. M.Zaim, M.Hum.** (Pendidikan Bahasa Inggris Fakultas, Bahasa dan Seni Universitas Negeri Padang); dan (9) **Prof. Dr. Atmazaki, M.Pd.** (Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni Universitas Negeri Padang. Sajian makalah dari Pembicara Utama ini akan dilengkapi pula oleh beberapa makalah pendamping yang akan disajikan secara paralel, yang dibagi dalam 4 (empat) sub tema, yaitu (1) Perkembangan bahasa, sastra, dan seni menghadapi era teknologi, informasi, dan komunikasi; (2) Perencanaan pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi; (3) Pelaksanaan pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi; dan (4) Isu-isu mutakhir dalam pembelajaran bahasa, sastra, dan seni di sekolah dan perguruan tinggi.

Akhirnya, kami mohon maaf atas segala kekurangan yang mungkin dapat dilihat tersurat dan tersirat dalam penyampaian pengantar seminar ini. Selamat datang di *Rumah Nan Gadang! Dan Selamat berseminar.* Kiranya apa yang kita lakukan nantinya bermanfaat dan diridhoi oleh Tuhan Yang Maha Kuasa.

Padang, 5 Oktober 2013

Ketua Panitia

SAMBUTAN DEKAN BAHASA DAN SENI UNIVERSITAS NEGERI PADANG

Perkembangan ilmu pengetahuan berjalan beriringan dengan perkembangan kehidupan umat manusia. Manusia yang tidak peduli dengan arah dan perkembangan kehidupan manusia mempunyai dua kemungkinan, dia akan tertinggal sendirinya atau dia ditinggalkan oleh perkembangan tersebut. Perguruan tinggi beserta segenap pelaku kegiatannya tentu tidak pernah bercita-cita untuk "tertinggal" atau "ditinggalkan" oleh dunia ilmu pengetahuan dan perkembangannya. Perguruan tinggi beserta segenap sivitas akademikanya harus menjadi "pemikir", "penemu", "pengembang", dan "pengarah" ilmu pengetahuan agar semuanya dapat bermanfaat untuk kehidupan manusia lahir dan batin. Sehubungan dengan itu, adalah tugas mulia bagi perguruan tinggi untuk terus berbuat agar ilmu pengetahuan berkembang dan bermanfaat bagi manusia.

Sebagai salah satu lembaga pendidikan tinggi, Universitas Negeri Padang turut bertanggungjawab dan berkewajiban menelaah dan mengembangan ilmu pengetahuan, teknologi, dan seni dengan sebaik-baiknya untuk kemajuan bangsa dan kemaslahatan umat manusia secara umum. Kewajiban dan tanggungjawab tersebut diwujudkan oleh Fakultas Bahasa dan Seni dengan mengadakan seminar ilmiah internasional tahunan sebagai wadah berbagi ilmu, pengalaman, pendapat, dan penyampaian temuan ilmiah di bidang Bahasa dan Seni. Setelah berhasil melaksanakan International Seminar on Languages and Arts (ISLA) -1 tahun lalu (20 – 21 Oktober 2012), Fakultas Bahasa dan Seni kembali menyelenggarakan ISLA-2, pada 5 – 6 Oktober 2013 ini. Penyelenggaraan ISLA pada bulan Oktober dikaitkan dengan momen bulan bahasa. Sebagai bagian dari kebudayaan, bahasa tidak berdiri sendiri karena ada unsur lain yang tidak bisa dipisahkan darinya, yaitu seni, budaya, dan teknologi. Penyelenggaraan ISLA-2 tahun ini menjadi "lebih istimewa" karena menjadi rangkaian kegiatan ilmiah dari Dies Natalis Universitas Negeri Padang yang ke-59 dan berkaitan pula dengan "suasana hangat" Kurikulum Pendidikan Nasional 2013.

Seminar ISLA-2, yang dilaksanakan dalam dua hari, menghadirkan pembicara kunci Bapak Prof. Dr. Ir. Musliar Kasim (Wakil Mentri Pendidikan dan Kebudayaan R.I.), dan delapan orang pemakalah utama, yaitu Associate Professor Dr. Lesley Harborn (Australia), Prof. Dr. Koh Young Hun (Korea Selatan), Prof. Akemi Kanazawa (Jepang), Dr. A.S. Hardi Shafii (Malaysia), Prof. Dr. Sofyan Salam, M.A. (Makassar, Indonesia), Prof. Dr. Taty Narawati, S. Sen., M. Hum. (Bandung, Indonesia), dan Prof. Dr. M. Zaim, M. Hum., dan Prof. Dr. Atmazaki, M. Pd. (keduanya dari Padang, Indonesia). Selain itu, ada 78 makalah yang disajikan pada sidang paralel. Kiranya semua sajian makalah dan diskusi yang berkembang dapat menjadi bagian dari pertumbuhan dan perkembangan ilmu pengetahuan yang bermanfaat.

Kami, pimpinan dan keluarga besar Fakultas Bahasa dan Seni, mengucapkan terima kasih yang tulus kepada Pemerintah Daerah Provinsi Sumatera Barat, Kota Padang, Rektor dan jajaran pimpinan Universitas Negeri Padang, Ketua Jurusan dan Ketua Program Studi di FBS Universitas Negeri Padang, panitian penyelenggara, dan berbagai pihak yang telah membantu terselenggaranya seminar ini. Semoga semua perhatian, bantuan, kebaikan, dan kerja keras kita semua berfaedah dan juga menjadi amal saleh di sisi Tuhan Yang Maha Kuasa.

Akhir kata, kami ucapkan SELAMAT DATANG di Ranah Minang dan SELAMAT BERSEMINAR! Kiranya kita diberi kekuatan dan selalu diredhaiNYA. Amiin!

Padang, 5 Oktober 2013
Dekan FBS,

Prof. Dr. M. Zaim, M. Hum.

DAFTAR ISI

INTERNATIONAL STANDARD JUNIOR HIGH SCHOOL FLEDGLING TEACHERS' KNOWLEDGE ON AUTHENTIC ASSESSMENT

Zul Amri

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Abstrak

Asesmen otentik *(authentic assessment)* adalah penilaian yang dilakukan secara komprehensif berkenaan dengan seluruh aktivitas pembelajaran, meliputi proses dan produk belajar sehingga seluruh usaha peserta didik yang telah dilakukannya mendapat penilaian. Asesmen otentik menuntut peserta didik untuk berunjuk kerja dalam situasi yang konkret dan sekaligus bermakna. Studi ini dimaksudkan untuk mendapatkan pengetahuan guru bahasa Inggris SMPN RSBI Kota Padang (SMPN1 dan SMPN8) tentang penilaian otentik. Guru kelas 7 dan 8 dari kedua sekolah ini dijadikan sumber data. Data dikumpulkan dengan menggunakan angket dan diikuti dengan wawancara. Analisis data dan interpretasi menunjukkan bahwa guru Bahasa Inggris SMPN1 dan SMPN8 Kota Padang mempunyai pengetahuan yang cukup memadai untuk melaksanakan penilaian otentik sesuai dengan standar penilaian.

A. BACKGROUND

Authentic assessment is a process of collecting information by teachers on the learning development and achievement of the students through various techniques intended to indicate the students' mastery of certain topics.

English as the subject taught at junior high school should give emphasis on the use of authentic assessment on the four skills, namely, listening, speaking, reading, and writing. However, many schools tend to focus on reading skill and insufficient time given to listening, speaking, and writing. This is resulted in low competence of students in oral competence (listening and speaking) and writing competence. In short it can be stated that the students are good in reading comprehension but are poor in listening, speaking, and writing.

International standard junior high school fledgling is a public school which have achieved the 8 standards stated at National Standard of Education, namely, standard of content, standard of graduates, standard of process, standard of management, standard of facilities and infrastructure, standard of teachers and education personnel, standard of assessment, and standard of Finance. This paper is intended to discuss the knowledge of international standard junior high school fledgling teachers on authentic assessment.

B. ENGLISH INSTRUCTION AT JUNIOR HIGH SCHOOL

English instruction at junior high school plays an important role in developing intellectual, social, and emotional competence of students. In addition, it is a determining factor in understanding many subjects. English instruction is expected to help students understand themselves, their culture, and culture of others. Standard Body of National Education (BSNP, 2006) states that English instruction is expected to help the learners be able to express ideas and feelings, to participate well in the community, and to make use of their analytical and imaginative competence.

As an international language, English is a means of oral and written communication to understand and to convey information, ideas, and feelings, and to develop science, technology, and culture. The ability to communicate can be stated as the ability to understand and/or produce oral/written text in the four skills, namely, listening, speaking, reading, and writing. Therefore, English instruction is focused on producing graduates with sufficient competence in English at certain level of literacy (Depdiknas 2006).

Literacy level consists of performative, functional, informational, and epistemic level. At performative level, people are able to read, write, listen, and speak about the symbols used. At functional level, people are able to use the language to meet their daily needs, such as, to read newspaper and manuals or directory. At informational level, people are able to access information

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with the language competence while at epistemic level, people are able to express the knowledge in the target language (BSNP, 2006).

English instruction at junior high school is expected to enable the students the reach the level of functional, meaning that the students are competence at oral and written communication to cope with daily needs. In more details, the goal of teaching English to junior high school students is to provide the students with:

1. To develop the competence of oral and written communication at the functional level;
2. To understand the nature and the importance of English to improve nation competitiveness in global community;
3. To develop the students understanding on the relationship of language and culture;

Furthermore, Depdiknas (2006) states that English instruction at junior high school covers the following:

1. Discourse competence, that is the competence to understand andor produce oral and/or write text shown in the four skills of language, namely, listening, speaking, reading, and writing integratively to reach functional literacy level;
2. Competency in understanding and producing various short functional and monologue text as well as essay in form of procedure, descriptive, recount, narrative, and report. The level of difficulty can be seen in the use of vocabulary, grammar, and rethorical steps;
3. Supportive competence, namely the linguistic competence (the use of grammar, vocabulary, phonology, and written structure),

C. ASSESSMENT IN ENGLISH INSTRUCTION

Assessment is a process of collecting and analyzing data and information to find out the learning outcome of students (Brown, 2010). Assessment is the use of verious ways and instruments to get information on the learning outcome and achievement of students. The assessment is intended to find the answer of how well the students learn certain skills. The findings can be qualitative and quantitative ones.

Assessment covers the following activities (BSNP, 2006): (1) To inform the syllabus of the subject consisting of instructional plan and assessment criteria at the beginning of semester. (2) To develop indicator for achievement of competency standard and to choose appropriate assessment technique. (3) To develop instrument and appropriate assessment guidelines. (4) To conduct test, observation, task, and other relevant ways. (5) To analyze the results of assessment to find out the learning outcome and learning difficulties of students. (6) To return the students work together with educating comments on the paper. (7) To make use of the learning assessment to improve the teaching and learning process.

D. AUTHENTIC ASSESSMENT IN ENGLISH INSTRUCTION

Some experts on assessment have some ideas on authentic assessment. O'Malley and Pierce (1996:4) define authentic assessment as, " an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities." In addition, Taufina (2009) defines authentic assessment as the process to describe the changes in the students after teaching and learning process conducted. In short, assessment is not only the instrument measuring the achievement of learning objectives but also a strategy to collect various information regularly, continuously, and totally of the process and product of students learning.

Haryono (2009) states that there are for general principles of authentic assessment, namely: (1) Assessment process should be a part of, not a part from instruction. (2) Assessment should reflect real world problems, not school work-kind of problems. (3) Assessment should use various measurement, methods, and criteria relevant to characteristics and essential learning experience, and (4) Assessment should be holistic covering all aspects of learning objectives (cognitive, affective, and sensory-motor).

Therefore, authentic assessment use the principle of assessing process, reflecting the real world, using criteria of learning experience, and holistic in nature.

Furthermore, Imran (2012) states some characteristics of authentic assessment. He states that authentic assessment is an assessment intended for: (1) To measure knowledge and skills of students;

(2) To assess performance; (3) To assess relevant and contextual tasks; (4) To assess using various ways and from various sources; (5) To assess process and product.

So that, authentic assessment is more comprehensive than standardized test.

Moon (2005) further states that in authentic assessment teachers always gives the students opportunity to show their performance and skill well. According to Moon, there are some characteristics of authentic assessment. They are as follows: (1) focused on important topics; (2) comprehensive assessment; (3) easy to conduct in classroom or in environment; (4) focused on quality of learning outcome or performance; (5) can be used for developing strength and topic mastery; (6) has understandable and clear criteria; (6) has various possible appropriate answers; and (7) its score is based on the essence of tasks.

Furthermore, Moon states that some researchers conducted indicate that the development of authentic assessment at school has gained positive responds from teachers and students. The result of authentic assessment can provide information of learning outcome more consistently than the traditional one.

E. RESEARCH METHOD

This study can be stated as qualitative descriptive study for it describes phenomenon happening at school. Subjects of the study were English teachers of SMP 1 and SMP 8 Padang. They teach at grade 7 and 8. Grade 9 teachers are excluded because they were preparing the students for National Exam. Using total sampling, there are 4 teachers of SMP 1 and 8 teachers of SMP 8. So there are 10 teachers used as the subjects of this study. The data of this study were collected by questioner and interview. The questionnaires were administered by a teacher of SMP1 and a teacher of SMP8. Interview was conducted to find out further information on the data collected through questionnaire. The data were analyzed by using qualitative and quantitative descriptive analysis. The qualitative descriptive analysis was conducted to teachers' responses by explaining and interpreting the result of the study.

F. DISCUSSION

This study was intended to answer the question of the understanding of English teachers on authentic assessment. The understanding was focused on six elements, namely, (1) the meaning of authentic assessment, (2) characteristics of authentic assessment, (3) types of authentic assessment, (4) development of authentic assessment syllabus,, (5) ways of scoring, and (6) instruments needed in authentic assessment.

1. The meaning of authentic assessment

Authentic assessment views assessment and instruction integratively, indicating the reflection of real world, not school world, using various ways and criteria, and holistic (Depdiknas, 2006:3).

English teachers of SMPN RSBI Padang give meaning of authentic assessment as general assessment commonly done by teachers, such as, "the students knowledge in understanding materials taught", "to assess performance, personality and motivation of students", assessment of what is tested". Some teachers have touched a little bit about authentic assessment but in a very simple context, such as, "based on cognitive, affective, and psychomotor aspects", "direct assessment", "real assessment relevant to the skills learned, namely the four skills (listening, reading, speaking, and writing). Let's see the responds of the teachers on the meaning of authentic assessment.

a. Assessment assessing performance, personality, knowledge, and motivation of students;
b. Assessment based on the students competence on mastering the materials taught;
c. Assessment based on all aspects of cognitive, affective, and psychomotor gained during the teaching and learning process;
d. Assessment in accordance with what is tested;
e. Assessment for the real one;
f. Assessment is real in accordance with the four skills learned;
g. Authentic assessment is the direct assessment;
h. Authentic assessment is the result of oral and written test on knowledge and skills mastered by the students;
i. Authentic assessment consists of students competences on the language use and usage related to how the language used in contexts.

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The above responds do not yet indicate the meaning of authentic assessment meant by Depdiknas (2004), namely, "viewing assessment and instruction integratively, reflecting the real world, not the school world, using various ways and criteria, and holistic".

2. Characteristics of Authentic Assessment

Authentic assessment is the assessment reflecting the real world, assessing performance/product, holistic in nature (cognitive, affective, and psychomotor), using the criteria understood by students, and continuously.

The teachers' responds indicate that the characteristics of authentic assessment are as follows:

a. measurable in accordance with the real condition;
b. Objective, referring to the materials;
c. Measurable, continuous, and individual;
d. Measurable, assessable;
e. Clear, real, assessable, having format and aspects to be assessed.
f. Relevant with the students life, in accordance with the language skills learned;
g. Direct assessment towards the performance and activities of students during the learning process;
h. Assessment conducted during learning process and continued;
i. Original assessment in accordance with the students real competence; aspects to be assessed are the use of the language, oral or written, in accordance with the contexts.

The above responds indicate that the teachers only have general understanding on authentic assessment, not the detailed characteristics of the authentic assessment.

When answering the question on what language skills could be assessed authentically, all teachers stated that authentic assessment was oriented to the four language skills. One teacher stated that authentic assessment is used for all skills with the emphasis on speaking and writing. This answer indicates that English teachers have understood to what language skills the authentic assessment is used.

3. Types of Authentic Assessment

According to some experts, authentic assessment is (a) portfolio, (b) performance, (c) short investigation, (d) open response questions, (e) self assessment, (f) affective inventory, (g) project, and (h) attitude.

According to the English teachers, types of authentic assessment are as follows:

a. Oral interview, retelling story, project, teacher observation, and portfolio;
b. Objective and subjective test;
c. Objective, written, and oral assessment;
d. Written test, unwritten test, portfolio, performance, and project;
e. Relevant, in accordance with indicators of curriculum;
f. Test (written and oral), non-test (observation, interview, questionnaire);
g. Test and quiz
h. Written test, oral test, performance, and project.

The above responses indicate that some teachers do not yet understand the authentic assessment. It can be seen from the teachers' responses that include all kinds of assessment as authentic assessment.

From the types of authentic assessment known by the teachers, the ones used in the classroom are as follows:

a. Oral interview, portfolio, and project;
b. Oral/written test, individual/group tasks, portfolio;
c. Listening, Speaking (pronunciation, fluency, content), reading (content, idea of paragraph, referring word, synonym, antonym), writing (vocabulary and grammar).
d. Written, oral, portfolio, performance, and project;
e. Process, cognitive, affective, and psychomotor (speaking/drama);
f. Assessment of process, daily test, mid-term, and authentic;
g. Test;

h. Written and oral, performance or project.

The above responses indicate that the teachers have done authentic assessment even though their understanding of authentic assessment varies.

4. Development of Authentic Assessment Syllabus

The development of authentic assessment syllabus began by determining the assessment indicator, types of requirement, and domain of assessment. Then it is followed by determining the schedule of activities of assessment for one semester.

How the syllabus developed by the teachers can be seen from their responses below:

a. made in group teachers of the same grade;
b. developed by group of every subject teachers;
c. based on the existing manual, then developed by the teachers of subject teachers group;
d. developed based the goals and objectives to be achieved in teaching and learning process;
e. analyzing competency standard and basic competencies and content standard, and the developing the authentic assessment;
f. determining the competency standard/basic competence, determining types of assessment conducted.

The responses given indicated that there are only 30% who have developed the syllabus almost correctly while other did not give correct responses to the questions given.

5. Scoring

Scoring score of authentic assessment is different from every skill of language assessed. Therefore, giving the score is grouped into listening, speaking, reading, and writing.

Ways of scoring on assessing the listening skill done by teachers are as follows:

a. Every response is given weight in accordance with the completeness of answer, the better the answer, the higher the weight.
b. Every answer is given weight based on the level of difficulties.
c. By answering: true-false, fill-in, completing the paragraph.
d. Depends on some aspects to be assessed. True 1, False 0;
e. Based on the rubric of listening skill, including spelling and response, if the answer is correct, the score is 1 or 2 (depending on the number of items);
f. Looking at the types of listening activities, the range of score is 10 – 10.
g. Giving weight to true – false answer;
h. The students are usually asked to answer the questions in accordance with the materials listened through listening activities, filling-in the gap, and responses;

Most of the answers are on the domain of multiple choices where the correct answer is 1 or 2 and the incorrect answer is 0.

Ways of scoring on assessing the speaking skill stated by teachers are as follows:

a. Using rubric scoring (rating);
b. Every answer is weighed in accordance with the completeness of the answer. The better the answer, the higher the weight;
c. Using the assessment rubric and giving weight;
d. Expression, pronunciation, intonation, and fluency;
e. Pronunciation, vocabulary, content, and fluency;
f. Pronunciation, fluency, and content;
g. Based on the speaking rubric: pronunciation, intonation, body language, the assessment range is 3 – 1;
h. Using the speaking rubric including the aspect of intonation, fluency, and diction;
i. Giving weight of assessment on fluency, pronunciation, and content/conclusion; and
j. The assessed ones are intonation, content, and pronunciation.

In terms of speaking skill, all teachers were able to state the assessment based on the speaking skill rubrics. Even though the assessment component is different, all them are the components used for speaking skill assessment.

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In terms of reading skill assessment, the teachers used the following ways:

a. assessment is based on the ability to find the correct answer referring to the text;
b. assessment is based on the correct answer base on the text given;
c. Reading aloud (pronunciation) referring word, synonym & antonym, the idea of paragraph, and the title of the text;
d. Depends on the number of items. If the reading items is 10, the score of each item is 1;
e. Through rubric of reading skill: accurate grammar and content;
f. Using scoring manual (if reading comprehension);
g. Giving weight to speed and accuracy of correct answer;
h. Every reading text is followed by some questions based on Taxonomy Bloom, beginning from the easy level up to the most difficult one.

Most of the teachers' responses refer to the way of scoring multiple choice items. A small number of teachers state the way of scoring reading aloud skill.

The ways used by the teachers in scoring writing skill are as follow:

a. Assessment should consider the accuracy in using elements of language, such as, grammar, spelling, and punctuation;
b. Based on the accuracy of the language element and correct grammar;
c. The relevance of content and types of text, grammar, and vocabulary;
d. Depends on topic whether functional text or monologue;
e. Through writing skill rubric: content, organization, and language with the range of 30 – 100;
f. Through writing assessment rubric with aspects of content, organization, and language;
g. Giving assessment weight to grammar accuracy and content; and
h. The accuracy of the choice of word, accuracy in writing with correct grammar.

The answers above indicate that teachers have used writing assessment rubric in assessing writing skill even though the assessment component varies, from the simplest one, such as, grammar, spelling, and punctuation, up to the most complicated one, such as, content, organization, and language.

6. Instruments needed in authentic assessment

According to the English teachers, the instruments needed for authentic assessment are as follows:

a. Scoring rubric;
b. Assessment format related to the aspects to be assessed;
c. Assessment format;
d. Assessment format;
e. Depends on the language skill;
f. Assessment rubric of each skill;
g. Portfolio, tasks, and performance;
h. Test instrument and test type; and
i. Depends on the skill assessed, ach skill is different.

The answers above indicate that teachers have known what format to be used to assess certain language skill, because each skill has different instrument.

Some problems faced by English teachers in developing authentic assessment instruments are:

a. Authentic assessment rubric is complicated, many things should be developed;
b. No references for developing authentic assessment instruments.
c. Insufficient assessment manual for guidance;
d. Insufficient knowledge on the assessment;
e. No manual on authentic assessment;
f. Insufficient time for developing instrument; and
g. Some materials only need listening and speaking assessment but some materials also need the assessment of the four skills. Some materials are too difficult for listening and vice versa.

The problems stated by the teachers above indicate that the teachers are lack of competence in developing assessment instrument.

G. CONCLUSION

This study was intended to find out the knowledge of English teachers of international standard junior high school fledgling of Padang about authentic assessment. The data analysis and interpretation indicate that the teachers generally have sufficient knowledge on developing authentic assessment instrument in accordance with the standard of developing authentic assessment in English subject. However, about 60% of them could not explain clearly the definition, characteristic, types, developing syllabus of authentic assessment, and instruments of authentic assessment.

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